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# JOURNAL OF EDUCATION

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SEPTEMBER 5, 1932

## *Articles in This Issue*

Columbia Launches a "New College" AGNES SNYDER

Cross-Eyed Bill GARRY CLEVELAND MYERS

Echoes of the Summer Meeting
OF THE NATIONAL EDUCATION ASSOCIATION

Physical Education Gains Ground JAMES EDWARD ROGERS

Do Tests Defeat Instruction? G. H. BRETNALL

Schools and the Social Order HENRY S. CURTIS

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# JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
**Editors**
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**Managing Editor**

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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

## Faculty Confabs

If you haven't yet found the secret of successful faculty meetings, try building one of these meetings around an issue of the Journal of Education. The present number, for example.

•

Over at Columbia, there's the beginning of a striking experiment in teacher preparation. Dr. Thomas Alexander has been given free rein to establish a college along original lines. Teachers have been hearing hints and rumors of this. Now they can read an authentic, last-minute-before-starting account of the "New College," written expressly for this magazine. (Page 484.) What does your faculty think of this?

•

Let's come nearer home now. Do the quieter, less conspicuous children in your school get a square deal in the distribution favors? Or do the chances for applause go only to those who need suppression more than expression? What a transformation would occur in some schools if the truth contained in Garry Cleveland Myers's article, "Cross-Eyed Bill," were put into operation this coming year! Teachers could afford to spend some time discussing this in their meeting—and later. (Page 487.)

•

That Atlantic City convention was a good one, despite the unusual number of stay-at-homes. In our account of this gathering (page 488) will be discovered more than one topic for thoughtful discourse. Ability grouping, for instance.

•

Physical education in your school may have been cut this year. What is the modern trend in physical education anyway? The article on page 490 should generate some thought-currents.

•

"Do Tests Defeat Instruction?" will make another fruitful topic (page 491).

•

Can the schools do anything about political discontent? "Schools and the Social Order," page 493, contains constructive suggestions.

•

Other topics for discussion will readily be discovered.

•

**Incidentally!**

We will pay five dollars for the best answer, in 500 words or less, to the question: "How do you use the Journal of Education in your School?" Helpful suggestions are sought, rather than literary quality. Send us your answers.

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JOURNAL OF EDUCATION

# Editorials

By Albert E. Winship

## The Thrill of the Crisis

THE world crisis has carried deflation so low and depression so wide that a return of prosperity must give a thrill.

A gilt-edged stock went down thirty dollars below par in four years, slowly but surely. It came back above par in four days. No power on earth could prevent a thrill, personal and national, at such a rebound as that.

Traditional education and professional education suffered from deflation of taxation and depression of devotion.

The new school year is opening with revelations of the education of the people, by the people and for the people, so wonderful that October will undoubtedly have a thrill of education equal to that of the live stock market and the stock exchange in August.

• • •

## Professional Welfare of Teachers

SECRETARY J. W. CRABTREE is making an ennobling crusade to magnify the opportunity and the responsibility of all friends of education to appreciate what a two-dollar membership in the National Education Association does for the Professional Welfare of Teachers.

There is nothing more important in American education than the Professional Welfare of Teachers; nothing more important in American civic, social, and economic activities than the Professional Welfare of Teachers, and it is little short of a miracle that it is possible to provide so much that is worth while professionally for teachers as a membership in an organization that has so great an influence for all teachers in public, parochial, and private schools.

There is not a teacher in the United States from the nursery to the president of the greatest of universities who is not greatly benefited professionally because the National Education Association has such prominence in the capital of the most important country in the world during the present world-wide crisis.

• • •

## Modern Education

MODERN education, to which we refer frequently and emphasize personally, is not Progressive Education, nor is it critical of Progressive Education, its claims or its organization.

Progressive education is concerned with individual children and their individual attainments.

Modern education is not primarily interested in individual attainments nor in local achievements.

Modern education is estimated by national influence, which is promoted by sectional achievement, by city dominance and by institutional attainments.

Modern education is not primarily devoted to classroom activities, which are receiving abundant progressive and curricular attention which is being utilized by modern education in the world crisis

There are certain distinct trends in education which may be classified as Traditional, Progressive, and Modern.

The Traditional has rendered an inestimable service and it will continue to be indispensable as a basis so long as very eminent leaders have public respect and affectionate admiration for it.

Progressive education has rendered a notable service along two remarkable lines of action. One of these famous activities has been making the child the centre of the school interest, and the other great factor of Progressive education is the test and measure science. There is no occasion to treat Traditional or Progressive education disrespectfully. They will continue to be important factors in American education.

Modern education, because it is largely a creation of the world crisis, and because it is distinctly American, will be characteristic of education of the immediate future.

• • •

## The Business of Childhood

IT HAS been well said that play is the serious business of childhood. Children always make a business of their play. There is no play for play's sake.

The minute a child plays because some one wants him to play a given game or play in a way to please parent or teacher it ceases to be play, and loses all interest for him.

One of the best fathers whom I know is also one of the best educators I know, but he was neither a good father nor a good educator with his son at one time.

The father was famously interested in swimming as a healthy school exercise, but his twelve-year-old son would not swim. He preferred to perform examples in arithmetic rather than to swim.

One day the father said: "Why won't you swim?"

"Because I get no credit for it." He got good credit for performing examples.

The father, the county superintendent, at once made arrangements to give first-class scholastic

credit to all children for attainments in swimming, and it became a most attractive exercise for his son.

As a child I was enthusiastically devoted to marbles. I used to play that one marble was a white horse, one a red horse, but I always had them race. I would put up a penny on the horse that won as I rolled them. I would keep the white horse's pennies in one cup and the red horse's pennies in another.

I was as interested in the races as I ever was later in the speed of my real horse.

Be sure that the play of the child is a serious business.

• • •

## Death of H. B. Wilson

DR. HARRY B. WILSON, Berkeley, California, died peacefully and painlessly on August 10. He retired from active professional life about two years ago. His last service was as the secretary of the Junior Red Cross office in Washington, D.C. He returned to his home in Berkeley, where he had been city superintendent for several years. He had led an active professional life. He held important positions in Salem and Franklin, Indiana, Decatur, Ill., Topeka, and Berkeley. He was always among the national leaders of the country. He was fifty-eight years of age.

• • •

## World Federation at Honolulu

THE Honolulu meeting of the World Federation in the interest of civilization under the guidance of Paul Monroe and Augustus O. Thomas has rendered an important service in the present world crisis.

It may have been fortunate that the attendance and finances were not inflated. Those who were at the meeting were intensely interested in the serious problems of this important world organization for education. It was evidently significant that the meeting was in the heart of the Pacific, where it was impossible not to think in world units.

As director of the International Institute, Columbia University, Dr. Monroe has been the professional leader in world education, which gives the World Federation a new opportunity and responsibility.

Everything at the meeting this year magnified the wisdom of having Dr. Thomas free to devote his time and use his experience in the creation of the World Federation in establishing vitalized headquarters, in which can be centred the intensified devotion of all friends of education in meeting the needs of the new civilization.

• • •

## Junior Red Cross

THE world crisis is unfortunately involved in various calamities in nature and in human nature, and there are many disasters which deflation and depression make it impossible to meet by taxation or ordinary charities.

The Senior Red Cross is called upon to meet more tragic situations the world over than ever before.

There is need of intense consecration to the promotion of Junior Red Cross sentiment in churches, schools, and all welfare activities.

This will not only increase ultimate membership in Senior Red Cross activity, but it will effectively counteract the criminal influence of those seeking to debauch children and youth who are susceptible to temptation in the present financial situation.

Teachers, especially, should realize the importance of devotion to the promotion of Junior Red Cross membership.

• • •

## Illinois State Normal University

SEVENTY-FOUR years ago a State Normal School was established in Illinois out of which the Illinois State Normal University of Normal was developed.

The past year has seen this University reach an unprecedented scholastic and professional level under the leadership of Dr. Henry Alvin Brown.

Nothing in teacher training in the country has been more significant in recent years than the present demonstration of vision and vigor of the Illinois Normal University.

• • •

## Dr. Augustus O. Thomas

THE Secretary General of the Federation of Education Associations of the World is a brilliant, forceful speaker on any subject for any audience, and he is available for universities, teachers' colleges, associations, conferences, and clubs.

He enlightens any audience, however scholarly; is always wholesome in his presentation, and inspiring in the spirit of his message.

• • •

## Thrill of Childhood

CHILDREN will lead the new civilization whether old folk like it or not. Angelo Patri retains his prestige because he retains the thrill of the children who watch his writing more critically than do the parents to whom he pretends to be writing.

If he should not play fair with children at any time they would wreck his reputation.

Any teachers' college professor who has no thrill about children, and is trying to promote his reputation with men of prestige, had better select his professional undertaker.

The thrill of childhood is as vital to teacher training as pasteurized milk is to a sick child.

# *Belding's Page*

## *The Dawning Year*

SCHOOLS closed some weeks ago in a world disheartened and depressed. Schools reopen amid signs of hope and business recovery. There appears to be a different tone, as if the public were thoroughly tired of talking and thinking hard times, and had made up its mind to bring back prosperity by word and action.

Mental attitude is probably the one thing needed. And it is fortunate that this attitude is healthier today than it has been at any time for three years. Yes, longer. For the mental attitude which preceded the crash of securities in the fall of 1929 was by no means healthy. It was an attitude of unfounded optimism and unbounded avarice. Getting was ahead of giving.

Not by gambling, but by honest endeavor and faithful enterprise can this nation or any other nation overcome the obstacles to its economic and social progress.

How long the educational system of the United States will suffer from reduced budgets and, in places, the empty purse, remains to be seen. Teachers have not trailed their banners in the dust to date, nor will they. They may have to protest certain efforts to defraud childhood and youth of real advantages owed by the adult generation. The long awaited corner will have been turned in business before the schools, in most cases, reap the benefits. But—the changed aspect of the economic environment will inevitably permeate the classrooms and corridors. A weight will be lifted. Boys and girls will come to school from homes in which fathers have returned to work. Improvement will be uneven at best, and consideration will have to be given to families in want.

Meanwhile—have the teachers of America learned anything from the economic crisis which can be embodied in their instruction or in their dealings with their pupils? Will there be a closer sympathy because of trouble shared? Will there be a strengthening of human character, that all may live more sanely in a world predisposed to giddiness? Let's hope so.

• • •

## *Tags and Labels*

EDUCATION is constantly inventing new yardsticks. Tests are springing up on every side. Every conceivable phase of intelligence and personality now can be charted.

One of the greatest benefits of the flair for testing should be the realization that all tests are incomplete and inconclusive. Something eludes the testers in every attempt they make.

More fully than ever should it be realized that the tags and labels by which human specimens have been rated in the careless past are largely unreliable.

Life itself is forever re-examining men and women. Nor does it give the highest marks to those who bear the most decorative labels.

Education is especially prone to being influenced by tags and labels in assessing the worth of its own servants. It is easier for one to rise in the sphere of education by adding credits and degrees than by achieving great results in the line of daily duty.

Apply the best measuring rods obtainable to determining human ratings; whether of students or of teachers, or of individuals anywhere.

Labels do not make a life. The lack of them has made life and service difficult for many an otherwise capable performer.

• • •

## *The Limp in the Olympics*

THE overwhelming victory of the United States in the Olympics has a significance for education. The American college, both directly and indirectly, has made athletics popular. Sport in the United States has become big-scale business. A vast number of athletes have been produced. Record smashing has become a habit with these young people of our colleges, and with other groups acting in imitation. Keen rivalry has developed individual prowess, until we have, within our nation, a race of superb physical contenders.

Conspicuous as this race of athletes becomes in a magnified international meet like the Olympics, and greatly as the triumphs of our heroes thrill us, we should not overlook two rather serious facts. The first is—that physical prowess has not yet been passed around to those young people who need it most. And these are the vast majority. The second fact is—that we are not, as a nation of adults, habituated to games or bodily exercise. Much of our enthusiasm for sport is merely a desire to witness spectacles in an arena. Athletic sport in America has the grandest "gallery" to be found anywhere in the world. Games and recreation for their own sakes are still awaiting development. Physical education, in a truly democratic and enduring sense, is yet in its infancy.

Anson W. Belding

# Columbia Launches a "New College"

By AGNES SNYDER

Associate in New College, Teachers College, Columbia University

A NEW college for the preparation of teachers is to be opened at Teachers College, Columbia University, in the fall of 1932. It is called New College, a name acquired naturally through the habit of referring to it in its early formative days as the new college. While New College will be an integral part of Teachers College, it will differ from it both in the composition of its student body and in its purposes. The students of Teachers College are, in the main, graduate students with teaching experience; the students enrolled in New College are without teaching experience and may enter it directly after graduation from high school or after one or two years of college work elsewhere. Teachers College aims to give its students advanced, specialized professional preparation upon a foundation of earlier professional preparation and experience; New College aims to give the initial preparation to the teacher of the nursery school, the kindergarten, the elementary school, and the secondary school and, at the same time, provide laboratory facilities in observation and practice teaching for the students of Teachers College.

•

New College, in its curriculum and administration, represents a synthesis of ideas gleaned from far and near through wide study and travel. The thought of starting such a college has been in the mind of Professor Thomas Alexander, to whom its beginnings are due, for at least a decade. Mulled over in conference, checked and modified in the light of experience, the original idea was slowly developed into the present plan. For, in a very real way, New College is the product of group thinking. It represents, in the main, the thought of the faculty of Teachers College, but blended into it are the contributions of many others who have felt its challenge.

Composite in character as it is, the program is based, nevertheless, upon certain clearly-defined assumptions. These serve as a

THOMAS ALEXANDER

point of departure from which it is hoped there will grow a continuously evolving philosophy, a philosophy gradually increasing in depth and richness through the play of many minds—student and faculty—upon each other.

In brief, the position is taken that any social change of worth must be brought about, primarily, by education. Therefore, a teachers' college occupies a peculiarly strategic position in society, but it meets its responsibility only in so far as it prepares teachers able and eager to work toward a better social order. It is further assumed that the characteristics of a better social order include: (1) Respect for the individual and promotion of his growth with reference to the good of the social group; (2) recognition of the functional leadership of the expert; (3) co-operative social-economic planning.

It is aimed to develop with the students a deepening consciousness of the place of the teacher in the remaking of society. He should come to realize that the character of any society depends upon both psychological and economic factors. He should become appreciative of the way that simple personal contacts of individuals with each other in the homely affairs of life are the determinants of group behavior—even in the largest national and international crises. He should feel that as a teacher he should know life as it is in all possible aspects and be ready to throw his strength actively into the solution of fundamental social problems.

•

If the above premises are accepted, the program of New College must, of necessity, emphasize the genetic study of human nature and the comparative study of society. All of the work must be vivid through the use of the environment. Students will have contact with many types of humanity—active contact, through participation in the work of settlement houses, clinics, or neighborhood clubs. They will also have contacts with the economic world through working experiences on the farm, in the shop, or in the factory. They must sound life deeply in order that they may live with the understanding and tolerance essential in the work of a teacher.

There has been recognition from the beginning that in every phase of its organization and administration the college must exemplify, in so far as is possible, the ideals toward which it would have its students reach. The way in which the work on the curriculum has been carried forward is illustrative. The main points of emphasis were determined by the organization

committee of New College. A schedule of meetings for the discussion of these points was sent to the faculty of Teachers College with a general invitation to attend as many of the meetings as convenient. In addition, special invitations were sent, prior to each meeting, to members of the faculty whose fields of interest were especially concerned. Professor Alexander opened each meeting with a statement to the following effect: Do not bother about expense; do not bother about time or space or any other limitation; just tell us what you would do if you could plan an English program, or a science program, or an art program after your own desire; we can pare down later. In the informal discussions which followed, ideas were thrown out freely. Reports of the meetings in the form of minutes distributed to the faculty became both the stimuli for new ideas and the reservoir from which more definite work on the curriculum could proceed. Respect for the individual, leadership of the expert, and co-operative planning—the foundations of the social philosophy which it is hoped the college will develop with its students—have thus marked the beginnings of its curriculum construction.

•

Side by side with the work on the curriculum have proceeded the selection and the study of the student body. Detailed admission blanks and personal interviews furnish the data for such selection and study. The admission blanks include a form filled out by the applicant giving personal data such as preferences for people, for books, and for school subjects, an account of the way summer vacations have been spent, extra-curriculum and recreational activities, and an autobiographical statement, as well as the usual information about age, parentage, nationality, etc.,; a high school scholastic record giving subject ratings, intelligence quotient when possible, and rank in class; a health blank filled out in part by the student and in part by a physician; a personality rating blank giving objective evidence of personal and character traits and opinions as to probable teaching success filled out by the applicant's former teachers.

In so far as possible, personal interviews are held with each student. These are conducted mainly by members of the staff of New College. In addition, specialists on the staff of Teachers College interview students where there is any evidence of a possible handicap—a speech difficulty, for instance—or of special talent.

In general, admission is based upon high scholarship, character, and probable teaching success. No attempt has been made to weight these elements. The final judgment is, in the last analysis, of necessity, subjective. It can be said, however, that every care is exercised through study of an abundance of data by an experienced professional group to secure a highly selected group of students.

•

In addition to the study of the data for selection purposes, as soon as a student is admitted, the data are studied from the point of view of planning his program. His scholastic record, outstanding experiences, and special aptitudes are summarized and in conference with him his program is planned. This program is flexible, and will be modified continuously in the light of his changing needs. Out of the study of individual needs, the curriculum, broadly planned in the beginning, will likewise undergo continuous modification.

The curriculum may be characterized in the main by two words—*integrated* and *individual*. Integration is accomplished through the organization of four major seminars and a central seminar co-ordinating these. The four major seminars will be built around large problems and issues in four fields of human interest: (1) science and invention, particularly in reference to their influence on modern life; (2) human relationships as expressed in current social, economic, industrial, political, national, and international life; (3) aesthetics, especially in relation to the effort at expression of contemporary life in the arts; (4) philosophy, religion, and ethics as expressions of the efforts made to reach the ultimates. As the students see the ramifications of these fields into one another, a central seminar representing a cross-section of the four major seminars will evolve. It is here that, little by little, each student will shape the beginnings of a philosophy of life and, from it, a deduced philosophy of education.

Students and faculty will mingle in the seminar discussions. The student will have the privilege of clash of thought with specialists in all the fields of human knowledge. The faculty will have the stimulation of exchange of ideas with the fresh, vigorous minds of youth. The simple basic assumptions upon which the college is founded will thus grow in depth and vigor as maturity and youth experience and study together.

•

The success of the seminar will depend in a large measure on the strength of group thinking. Special attention will be given to the development of the technique of thinking and an appreciation of its place in the remaking of society. Discussion not to maintain a point nor to put up a straw man in order to knock him down, but discussion aimed purely at the effort to come closer to the truth, will be the standard kept before the students.

Discussion will be kept from becoming bookish by the use of New York as a laboratory. Co-operation with many agencies in New York City will make it possible for students to build up experiences in industry, commerce,

religion, and the home life of the different nation groups that make up the population of New York. There will be a constant interplay of experience and discussion in the development of the concepts to be reached.

•

Service courses aiming definitely to increase the skills which students have acquired before coming to college and to develop new skills and master knowledge required by the interests awakened in the seminar discussions and in the experience gained during their life at the college will be planned individually with each student. A student, for example, who comes with a foundation in French will be tested by the French department for his command of the language and will be placed in suitable courses. Similarly a student who brings a certain amount of skill in playing a musical instrument will be encouraged to further that skill. Or, a discussion in the major seminar on the social sciences may lead students to a detailed study, for example, of political parties in the United States, or of the tariff, or of farm conditions. Similarly, in the field of the natural sciences, students may carry, due to the discussion of problems in the science seminar, highly systematic work in some phase of biology or physiology. The systematic courses may not differ materially from systematic courses generally taken, but the point of emphasis in their pursuit is the drive within the student which sends him into such courses. Some of the service courses will be given by the faculty of New College. In other cases, it will be the responsibility of the faculty member concerned to direct the student to the course given in any of the other colleges of the University, or outside the University, which will best fill his needs.

Much will be done to develop attitudes of understanding and appreciation of foreign nations through the environment study in New York, but in addition it is planned to have every student spend some time abroad. The particular country or countries visited and the nature of the study abroad will again depend upon the professional aim and the personal interests of the student. It may be that a student will concentrate on the study of French civilization including the French language by spending all of his time, except for recreational excursions, in France. Or, a student interested in understanding political movements may divide his time among several countries in order to make comparative studies.

•

There will be constant teaching contacts with childhood, adolescence, and adulthood throughout the course. These at first will be informal and exploratory on the playground, in homes, on the street, in clubs, in neighborhood house, or in camps. Then will follow a term of student teaching in the field of the student's major interest. After this there will be opportunities for shorter teaching experience for rounding out and strengthening purposes according to needs revealed in the major teaching experience. Finally there is to be a year of internship during which each student will be required to teach at a small salary in some school somewhere in the United States. This year constitutes the most important and final examination given him. Here the student must be able to show by his practice that he has acquired command of subject matter and teaching skill sufficient to give promise of future teaching success. The degree will be granted only upon passing this teaching test. This is the criterion by which every student will be judged. Likewise, the teaching power of its graduates is the criterion by which New College itself will be judged.


# How Would *You* Advise This Widow?

She wrote to the London Evening Standard to this effect:—

"I am a widow of limited means, with a son and a daughter, both of average intellectual ability or better. I can send only one to college. Which shall I send?"

The London newspaper has staged an interesting discussion among its readers. But conditions are different over here in America. What have YOU to say on this lively topic?

Keep your reply within a hundred words if possible, and send it to

QUESTION EDITOR
Journal of Education,
6 Park Street, Boston.

# Cross-Eyed Bill

By GARRY CLEVELAND MYERS, Ph. D.
Cleveland College, Western Reserve University

IT was evening, and the family were sitting around the dinner table. Up spoke ten-year-old Lucette: "I'm to be the queen of the pageant." "And I'm to be a soldier to protect the queen," proudly added Arthur, next in age. Bill, immediately bursting forth in bitter tears, ran from the table, up the stairs, sobbing.

Soon his anxious and astonished mother followed him, but it was several minutes before she could hear a word between his sobs. Finally he said: "Sister is to be queen of the pageant because she is beautiful, and brother is to be a soldier because he is big and handsome, but I can't be anything because I'm cross-eyed."

The mother tried to comfort the suffering lad, telling him that there merely were not enough parts to go around. "No, that is not the reason," answered Bill. "I heard Miss Sanders tell Miss Snow that I was not chosen because of my eyes." Bill already had been very sensitive about his eyes as his behavior indicated. He had worked out a number of sleight-of-hand performances to which some adults were invited as observers. "When I do tricks," Bill confided to his aunt, "people don't notice my eyes." He told his mother that he guessed he would have to marry the maid when he grew up "because I am cross-eyed," and he asked the family pastor if a cross-eyed boy could join his church.

Next day when the mother went to school to inquire about the matter, Miss Sanders admitted that she had told Miss Snow that Bill could not be used. "But," she added, "Bill was a sneak or he would not have heard what I said."

And Miss Sanders holds an A.M. degree from a school of education in a well-known university!

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Manifestly Miss Sanders had a curious conception of the purpose of a school pageant. Her attention had been focussed upon the performance as a finished product, not upon the opportunities it afforded for development of personality in the pupils. Incidentally she had overlooked what many other teachers fail to see, namely, that parents are most interested in the performances where children express themselves most naturally and have been least affected by formal training.

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Let us ask ourselves how prevalent this attitude of Miss Sanders is and how many children suffer to some degree at least as did Bill, on account of having been left out of some dramatic performance by the class or school.

If we could get the testimony of a thousand mothers randomly selected from over a wide area we should probably be appalled at the large number of school children who needlessly have been made sufferers through a school activity designed to develop personality in children.

The teacher who has a reasonable conception of the meaning of dramatics, from the viewpoint of child development of personality and mental hygiene, has no difficulty in finding something for any child to do. If there are not enough parts to go around, those children who by their natures are most likely to be hurt, if not included, will be included. Those who need the development least will, if necessary, be excluded. It might be well to have several public performances during a school term, if necessary, to reach all children. Many types of assembly programs can be adaptable to children of varied mental abilities and capacities for expression. Undoubtedly such performances offer wide opportunities to help many children find means of winning social approval, who might not find such opportunities through traditional classroom performances.

Nevertheless there is a tremendous likelihood that a very few children who are aggressive and who reveal strong native talent for dramatic arts will be about the only children given the opportunity for such development.

When we boast about the opportunities we afford children at school for self-expression let us ask ourselves: "How many of the children are developed by our program?" Let us also ask ourselves how many children we actually injure through exaggerating their feeling of inferiority by inevitable comparisons.

The same principle applies also to all kinds of extra-curricular activities. Within a given room or a given school a few children are selected over and over for activities requiring talent and responsibility. One finds the same tendency in colleges, universities, clubs and churches. Often those few selected for numerous activities are greatly overworked. They not only fail to profit from the honors thrust upon them, but literally they lose because of such honors. Besides, their selection has kept others from the much needed educational training.

Wise teachers, and directors of student activities, very definitely limit the number of school responsibilities for which any student may be chosen.

# Echoes of the Summer Meeting

## OF THE NATIONAL EDUCATION ASSOCIATION

MEASURED by numbers in attendance, this summer's meeting of the National Education Association, which closed July 1 at Atlantic City, was one of the smallest in recent memory. This fact needs no apology. Measured, on the other hand, by constructive opinions, common sense and free discussion of moot questions, this same meeting was one of the greatest in the seventy years of the Association's history.

President Florence Hale succeeded in making the convention both practical and inspirational. Speakers had been urged to voice their own beliefs and viewpoints regardless of educational orthodoxy. Hence at times the sparks flew merrily. For example—the argument over Homogeneous Grouping, waged between Paul R. Mort and J. R. McGaughy, both of Teachers College, Columbia University.

HOMOGENEOUS GROUPING

"Ability grouping is based upon the unescapable facts of individual differences," asserted Dr. Mort. Answering the argument often advanced that "Ability grouping develops a spirit of snobbishness in pupils of superior ability and inferior complexes in the minds of the underprivileged," Dr. Mort said: "It has seemed to me that the fine characters that often bloom in youngsters of mediocre ability are less frequently lost sight of when these youngsters are given an opportunity to think things through by themselves, without the inhibiting influences of a snickering bright boy or girl always ready with the solution.

"From my own contacts as a teacher with groups of all three levels, it has seemed to me that the pupil who is able to carry a heavier load will more likely be given one and therefore have no occasion to develop the 'know-it-all' attitude if he is in a group with other bright youngsters and with a teacher bright enough to cut the educational coat to his needs."

Dr. McGaughy, on the other side of the question, characterized homogeneous grouping as a kind of rationalization in which edu-

JOSEPH ROSIER

cators have adopted the practice and have ever since been trying to find out how it works and what to do about it, instead of experimenting on a scientific basis to determine whether or not it should be adopted at all. As a proponent of John Dewey's famous statement that "School is life and not just preparation for life," Dr. McGaughy challenged anyone to point out in real life, outside of our penal institutions, anything remotely approaching homogeneous grouping of adults. "It is true that musicians tend to flock together, that people of somewhat the same level of intelligence tend to be found in the same trades and professions—but let us remember that the grouping of the school is imposed by superior authority and that it is permanent. By no stretch of the imagination can we defend homogeneous grouping as a lifelike situation.

"In the light of sound philosophy and of the facts as known at present the best solution seems to be that of dividing each grade group into random or heterogeneous sections."

Georgia W. Aiken, president of the National League of Teachers' Associations, Cincinnati, in an address on ability grouping from the teacher's standpoint pointed out that ability grouping must be used with care; for at its best it is only an educational device. She warned that the adoption of the practice "may result in giving vast numbers of boys and girls only a 'skeleton of education,' while others will have the beauty of art, music, literature and science."

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William G. Carr of the Research Division of the National Education Association summarized the chief points in another controversy in which the profession is engaged at the present moment due to the necessity for reducing expenditures for schools in some communities. Teachers are being assigned a continually increasing class load. Dr. Carr said: "Conflicting views on the class size problem arise, in part, from divergent philosophies within the profession. If routine learning of facts—names, dates, definitions, and the like—is the sole aim of education, it is possibly true that class size is unimportant. If, however, education takes for its major purpose the development of personality and character, most educators would favor at least some small groups permitting close and friendly

contact between teacher and pupil.

"It is not valid reasoning to conclude that size of class is an insignificant factor in education. Research studies have for the most part been too limited in scope and too artificial in experimental conditions to warrant sweeping conclusions."

THE LIQUIDATION CIRCLE

Many high spots of the program centred around *The Present Emergency in Education.* William Trufant Foster, economist, Newton, Massachusetts, made a notable address before a session of the Representative Assembly in which he offered recommendations for economic recovery.

"The liquidation hounds insist that we must liquidate intelligence," said Dr. Foster, after pointing out that the breakdown of the banking structure had followed continuous insistence upon further liquidation. "They take steps which make further liquidation necessary and they say with great satisfaction: 'See! We told you so!' They tell us that we cannot have so many teachers. Even in the late lamented era of prosperity, there were far too many pupils to each teacher. Now they tell us there must be even more. We must continue to get along with school buildings which were obsolete a generation ago."

Dr. Foster decried the slowing up of needed new school building at a time when there are millions of idle men.

"Most of the nation's leaders have lost their nerve. The trouble is not so much frozen assets as frozen feet."

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The note of alarm sounded by many convention speakers was first voiced at the opening session in the keynote address by Henry Lester Smith, dean of the School of Education, University of Indiana, who issued a warning to teachers against "enemies of general educational opportunities for the masses acting under the pretense of economic necessity. Under the guise of economic necessity, enemies of general education may be able to strike a telling blow against freedom; seeking to perpetuate the caste system of Europe, making for helplessness of the masses through ignorance and lack of education.

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In her presidential address Dr. Hale urged the profession of education to maintain the firm foundations upon which it was built. An important foundation of professionalism stressed by Dr. Hale was professional education. "We shall be forced, sooner or later, to reduce greatly the number of young people whom we graduate from teacher-training institutions. This is an excellent time to weed out of our school systems all who look upon teaching merely as a job, who do not keep up with the best methods and do not study each child as an individual."

IGNORANCE AND CRIME

Lewis E. Lawes, warden of Sing Sing Prison, who spoke on the program unit devoted to ignorance and crime, minimized the effectiveness of the schools as a moral force. "The splendid and costly educational program that has been the pride of our government through the decades has done nothing," he declared, "to mould the character of our people.

FLORENCE HALE

"Its efforts have created a fertile and ever-growing circulation for tabloids and sensational literature. It has been content with proficiency in major studies, but has neglected utterly the child's reaction to life's responsibilities." Warden Lawes characterized his viewpoint as a criticism of the plan and scope under which educators are compelled to work out their problems rather than of the teachers themselves.

A chorus of objections to this challenging statement reverberated through several general sessions. Mrs. Cora Wilson Stewart, founder of the "moonlight schools" in Kentucky, showed that the illiterate and ignorant are prone to crime, and pointed out the splendid work in character building which is being accomplished by the mountain schools. Aaron Sapiro, prominent New York lawyer who spoke on the subject, "Is Education to be the Jonah of the Industrial Crisis?" paid great tribute to the work of the schools in establishing the habits and ideals which are the basis of sound character. William J. Bogan, superintendent of schools, Chicago, President Hale, "Seth Parker" of the National Broadcasting Company, and Margaret T. McGuire, of McCall Boys School, Philadelphia, were among other speakers who called attention to the constructive work of the schools in establishing sound ideals of citizenship and ethical behavior.

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Dr. Joseph Rosier, president of Fairmont Teachers College in West Virginia, who has served the Association in positions of increasing importance during some years past, was elected to succeed Dr. Florence Hale as president. Dr. John Dewey of Columbia University and Dr. Albert E. Winship, editor of the Journal of Education, were made honorary life presidents.

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Dinner programs at the convention included the fourth an-

nual life membership dinner, which was attended by 352 guests. Thomas E. Finegan, president, Eastman Teaching Films, Inc., Rochester, presided; J. Herbert Kelley, secretary, Pennsylvania State Education Association, life member No. 3, and Annie C. Woodward, Somerville, Massachusetts, the first classroom teacher to become a life member, had places of honor. The life membership directory, *Who's Who in the Profession*, was affectionately dedicated to Albert E. Winship, whose address before a general session on *America's New Opportunity and Responsibility* summarized, as only he could, the outstanding achievements of the profession of education during the last three-quarters of a century, in which the National Education Association has become the largest and most influential professional organization in the world.

The Classroom Teachers' dinner was a gala occasion with 600 guests received by 100 hostesses dressed in colonial costumes in recognition of the George Washington Bicentennial.

JERSEY TEACHERS ENTERTAIN

The Atlantic City and New Jersey teachers upheld the tradition of hospitality which has been established through many years by the teachers of the city and state in which the annual conventions of the National Education Association have been held. A George Washington pageant, performed by a cast of two thousand students of the Atlantic City public schools, presented in color and action the theme and story of George Washington. The recreation facilities of the famous seaside resort were opened to the visitors. Amusement piers, yachting and beach parties were high spots in the week's entertainment.

# Physical Education Gains Ground

By JAMES EDWARD ROGERS

National Recreation Association, New York City

THE job of the public schools is to prepare our boys and girls for complete living. The new day demands a new education; the new social-economic environment demands a new school plant, and the new child demands a new curriculum. As a consequence of these demands this new age has produced a new education.

Education has changed to meet the needs of a changing world. Ever changing schools for an ever changing civilization is inevitable. When America was rural and agricultural, the little red schoolhouse was sufficient for providing the three R's in a school year of three months, but now this modern, industrial, urban America must have modern school buildings with auditoriums, music rooms, art rooms, laboratories, gymnasia, and athletic fields. The modern school must provide in addition to the three R's, science education, vocational education, art education, and physical education.

There are five distinct steps in the growth and development of modern education. First, when America was young and pioneering, the three R's were sufficient. Second, in 1880 when industry began to come, the teaching of the biological and physical sciences became a necessity. Third, in 1900 with the rapid growth of manufacturing and business, there came a national demand that the school provide for vocational training. Fourth, in 1910 there was a feeling that education was neglecting the art of living, and that our boys and girls should be prepared in the making of a life as well as earning a livelihood, so art education became a part of the school curriculum. Fifth, with the domination of the machine and the artificiality that has come with standardization methods, physical education is now an integral part of the school system.

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Our sense of values is going through a tremendous change. Physical education during the past ten years has made more rapid progress than any other branch of education, and the prediction is that during the next ten years this progress will steadily increase. With only 160 days in the average school year and only five hours in the average school day, educators have a stupendous task in attempting to equip boys and girls with sound minds and sound bodies in preparation for sound living.

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As there is a new education, so there is a new physical education. The modern program of physical education deals not so much with exercise and calisthenics as it does with health. It has gymnastics, not for training acrobats, but for giving neuro-muscular skills which are most essential in this artificial, mechanical age. It provides play and recreation for the promotion of play habits for the wise use of leisure time. The new physical education is not so much concerned with the winning of games as it is with the promotion of sport—not for sport's sake, but for the sake of sportsmanship.

As all subjects in the school curriculum have undergone change, so physical education has gone through a series

of stresses and strains. In the past thirty years there have been five trends in physical education: 1, athletics and sports; 2, informal and intramural; 3, health; 4, recreational; 5, educational. At last we have come to realize that our profession is that of education and that our aims are the same seven cardinal principles of general education. Physical activities are not ends in themselves but merely the means for education. They represent not education of the physical, but education through the physical program. Rhythmics, gymnastics, games, sports, and athletics are the means to train for health, character, sportsmanship, personality, and good citizenship.

There has been a great impetus to physical education largely through the help of the general educator. Previous to 1918 only eleven states had state compulsory physical education laws. Today thirty-five states have compulsory physical education laws. Previous to 1918 only four states had state directors. Today twenty states have state directors, representing 60 per cent. of the population of the country. Many schools are supplying ample and adequate indoor and outdoor facilities. There has been an increase in time allotment, many high schools now assigning daily 60-minute periods to the subject. Credit is being given, in some cases, on a par with the academic subjects for college entrance requirements.

While physical education has made its place in the educational field and while the cause is being promoted by the general educator, there is also a challenge from the general educator. We must produce programs that are educational. Our activities must have an educational purpose. Exercise must build health. Sports must beget sportsmanship. Gymnastics must develop neuro-muscular skills. Play must develop play habits for the wise use of leisure time. Activities must not be ends in themselves but must be the means of building better manhood and womanhood.

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The profession of physical education is that of education. To take its place in the new day and in the new education, it must provide a physical education program that is "physically wholesome, mentally stimulating and satisfying, and socially sound." To meet this challenge, we must all become teachers, not specialists. As teachers we have one subject common to all—the growing boy and girl in a rapidly changing, mechanical world.

# Do Tests Defeat Instruction?

By G. H. BRETNALL

State Teachers College, Shepherdstown, West Virginia

WE are passing from the beaten and sunken path where the educational line has run for centuries. We are leaving the old method of classroom procedure where the pupil like a dictograph gave back to the teacher just what he had obtained from the textbook.

With the idea of developing a subject and leading up to a thorough knowledge of it we are seeing the futility of a mere memorizing of facts. The appreciation of facts, their relation to the facts of life, and not their mere accumulation is the true ideal we are seeking.

With this has come a vision of a fullness of study which enlarges the horizon of the student, makes for his growth and development, and provokes him to further thought. The purpose of our new educational vision is to create as far as possible an attitude toward original thinking, to give a broader viewpoint, and induce better, deeper, and more exact thinking, leading from the study of details to the elaboration of general principles. This gives a foundational training which will develop ability to master situations, and will give broader ideals and thus lead to better personal stamina and strength of character. This is the kind of education that leads to more pleasure of living and to an all-rounded development. It purposes to give an understanding of the extensiveness and intensity of life.

The anomaly of the situation is that after such an intensive effort has been put forth to build such a superstructure of real developmental education and give such an impetus of inspiration we set as an exercise to judge of the accomplishment a mere memory quiz. After emphasizing great principles the test is made on minute facts.

The student in his ideals will be influenced by the goal set by the instructor's questions. The examination standard is the standard of the course. The type of examination becoming known in the student body sets the aim of the students in the department. We have thus the remarkable condition of trying to do one thing in a course during the semester and a very different or opposite thing at the end of the semester at examination time.

Perhaps the worst form of quiz is the true and false test. It has been called the lazy teacher's test because the papers are so easy to look over and the marking of them can be relegated to a student assistant. Such tests condemn themselves because they

imply nothing but memory. The brevity of the answers brings the memory factor in its worst form. Such tests violate a fundamental principle of pedagogics by putting before the mind false ideas. The most difficult of general educational tasks is the breaking down of the mere memory habits and the substitution of reason in their stead. The true and false test reverses this educational effort by emphasizing the superficial habit you have been trying to supersede. Perhaps the worst form of course one could imagine is one that is a mere recitation of facts, merely a kind of encyclopedia; yet the commonly set tests, which are mere quizzes, assume that such a study has been made and such a course been given. This is further illustrated by a practice which is common in high schools, and followed sometimes in colleges of giving out one hundred questions before examination time, and choosing ten from them at examination time. Here the student memorizes the whole hundred questions and gives out as much of it as is desired.

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The atmosphere of any teaching exercise is fundamental to the accomplishing of its purpose. The tendency to nervousness produced by a quiz reduces materially its value. The apprehension that time will not be sufficient for all questions laid out, and fear of trick questions which often occur in such a quiz tend to destroy the equilibrium necessary to scholarly work. The lack of an ideal in an exercise and the distorting of right educational purpose cannot but create a condition of nervousness.

The common quiz lends its influence toward the habit of neglecting study except at these stated periods, when intensive memory efforts are made, the so-called boning up. This memorizing is confined to the few things the student thinks the instructor considers most important. Such a situation tends toward laziness on the part of the student, creating in him a tendency to do just those things necessary to the receiving of a passing grade or as much more as he thinks necessary to the social preferment he desires.

A wrong goal in a test will necessarily lead to a wrong ideal of study. A memory quiz means memorizing habits of study. With such study the scholarly instincts and scholarly habits are gone and with them go the pleasures of study. The scholarly accomplishments which come with a scholarly attitude and a scholarly atmosphere have no place in a condition permeated with memorizing.

On the other hand we may have altogether different ideals for written work, the ideals of discussions which show thoroughness of study. An ideal may be set by written work which gives the student an impetus toward independent thought and investigation. The written work should involve a student's thought and not his mere accumulations. It should give him an opportunity to show his original investigations, his clear thinking and his general thoroughness. Written work, examinations, should not be merely testing times. Such an exercise should have an educational value of its own. It should lead a student not only to sum up and collate his studies, but also to draw conclusions from them to think out original deductions and get a broader viewpoint of the whole subject.

Not only should written work inspire to right motives of study, but should presuppose that accomplishment that comes from continuous application of study and thought, an immersion in a subject rather than periodic memorizations of it. The nature of the work does not change the principle involved. The question of application is the same whether the work is experimental or the study of the literature.

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To write the full discussions which we have proposed as the proper method for the so-called "tests," continuous, thorough, and full work would be necessary, whether that work be laboratory, library, or even textbook work. Ability to collect facts and draw conclusions from them is also presupposed. Such discussions rather than memory notes make the way for right ideals and right purposes of study. By them we may more easily attain our ideals of education and carry out our purposes of educational development.

## Promise Yourself

To be so strong that nothing can disturb your peace of mind.

To talk health, happiness, and prosperity to every person you meet.

To make all your friends feel that there is something in them.

To look on the sunny side of everything and make your optimism come true.

To think only of the best, to work only for the best, and to expect only the best.

To be just as enthusiastic about success of others as you are about your own.

To forget the mistakes of the past, and press on to the greater achievements of the future.

To wear a cheerful countenance at all times, and to have a smile ready for every living creature you meet.

To give so much time to the improvement of yourself that you have no time to criticise others.

To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble.

To think well of yourself and to proclaim this fact to the world, not in loud words, but in great deeds.

To live in the faith that the world is on your side so long as you are true to the best that is in you.

—Anonymous.

# Schools and the Social Order

By HENRY S. CURTIS

Home Study Department, Columbia University

TO one who takes but a casual glance at what is happening in Russia, Austria, Germany, Spain, and Mexico, it is evident that the great countries as a whole are moving in the direction of some form of government that will give to the workers more power and a larger share of the product of industry. These changes have mostly come in the form of or suggest revolutions.

The leaven of these movements is working throughout America today. The developments are coming more slowly here, because we have provided better working conditions and a higher standard of living than has been done elsewhere. Our great industries in many cases are becoming socialized. They offer medical service, life insurance, accident insurance, and, in some cases, old age pensions. There is at least a movement in the direction of providing continuous employment or unemployment relief or insurance. Most firms are endeavoring to make their workers feel pride and a certain sense of ownership in the organization. They are doing this through offering their stock at lower rates to their employees, through shop committees and through the training and attitude of their foremen.

It looks as though the year ahead was to be the trying time all over the world. There is an enormous amount of unemployment everywhere except in Russia. If you will go to almost any library, the librarian will tell you that the books on Russia are out all the time, and have to be spoken for long in advance. The number of people who are visiting Russia on study or observation trips is increasing rapidly. The Russian tourist bureau announces that Russia is now completing seventy-four new hotels to provide for the tourist trade during the coming season.

The public school system of America from the kindergarten on through the state university is a product of our democracy. It represents all. It may not be political, but it is supposed to fashion the future. It may give to its students from its courses in history, economics and sociology, at least a general unprejudiced view of what is happening. It may emphasize in its schools of commerce the social side of industry no less than its economic side.

This instruction, however, will inevitably come too late for impending changes. If the universities are to have an effective part in the developments that seem imminent, they must go out to the workers through their extension and home study courses.

If there is to be an extension of government functions, the one absolutely necessary teaching is the development of a new sort of patriotism, which does not consist in animosities and prejudices against other countries or even in a desire to die for the country in time of war, or in throwing up your hat on the Fourth of July, but rather in loyalty to the public welfare and service of the public good as an obligation laid on all, whether old or young, male or female. Unless the public can secure honesty and competence in its public servants, any extension of public functions will be a calamity.

The real traitors to America today, who are every day betraying her future and making us a reproach in the eyes of the world, are our corrupt and indifferent public officials, and no less our citizens who tolerate such conditions without a protest. The real patriotism of today consists in concern for and willingness to work for the public good. We need to talk less about war heroes and more about peace heroes. Our lionizing the soldier tends to perpetuate wars and divert the attention from the real issues of patriotism. It requires no patriotism or loyalty to be drafted into the army. It requires a much higher type to work persistently for clean politics.

War is to America only a remote possibility. Yet here we are spending nearly half of our annual budget upon it. About all most of us remember from our school histories are the accounts of battles. The war records take up an entirely unwarranted amount of space and time. All that we need to tell about the Civil War in a high school history can be condensed into a few pages, and the other wars for the most part into a yet smaller compass. There are more monuments to soldiers in public places in America than to all other patriots put together. The best insurance that America can have against destructive social changes is a teaching of patriotism as devotion to the good of all. That every corrupt public official is a traitor to the common cause, much more dangerous to the country as a whole than the deserter in time of war. If our schools can teach the patriotism of peace instead of the patriotism of war; if they can make children loathe the public official who sells the public good and licenses crime for a bribe as they do our Benedict Arnolds, then, whatever changes may come, we may face the future without fear.

# BOOK TABLE

GUIDANCE IN SECONDARY SCHOOLS. By Leonard V. Koos, University of Chicago, and Grayson N. Kefauver, Teachers College, Columbia. Cloth. 640 pages. New York: The Macmillan Company.

Most students in secondary schools need immediate guidance into activities such as were never used by youths who graduated from the twelfth grade before any of the graduates of 1933 left the eighth grade.

Guidance was never as vital as now, and it cannot be entrusted to anyone who is not a devoted student of the requirements of the activities developed in the last four years.

The world crisis has made an entirely new world for those who are to live, work and play therein, and this elaborate study of the life and requirements of every youth who aspires to even moderate success in the immediate future has prepared the authors to think clearly, weigh their advice critically, and write conscientiously at every stage of their guidance.

They have not trusted to their own experience, have not been swayed by their impulses. They made a thorough examination of whatever is moderately successful in every section of the country, of every variety of guidance, with no prejudice, economic or social, of creed or caste.

This is a book that we commend unreservedly as a creation of the new conditions in American life.

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THE MORRISON SPELLER. For Junior High Schools, Grades Seven, Eight and Nine. By J. Cayce Morrison, assistant commissioner of education for New York State in charge of elementary education. Cloth. 67 pages. Syracuse, N. Y., New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company, Inc.

Dr. Morrison has been a brilliant specialist in methods of teaching that would get results that would stand the most searching tests and measurements. He was recognized as a national leader in junior high school work, especially in mastering all the difficulties in learning to spell.

He has produced a small and inexpensive book, but it has all the words that every child who completes the nine grades should know how to spell, and there is no art or science of learning to spell these words that Dr. Morrison has not utilized.

GEOLOGY, PHYSICAL AND HISTORICAL. By Herdman Fitzgerald Cleland, Williams College, Massachusetts. Part II, Historical. Cloth. 382 pages. Illustrated. New York, Cincinnati, Chicago: American Book Company.

A universal knowledge of historical geology is much more important than ever before. There is scarcely a week in which the daily papers do not report the discovery of something the age of which does not depend upon a ready-at-hand knowledge of historical geology. The assumption always is that all readers are familiar with the Nebular and Planetesimal Hypothesis, the pre-Cambrian, Archeozoic, Proterozoic and Paleozoic Eras, on to Ordovician Geology and fifty-seven other classifications.

Dr. Cleland's "Historical Geology" makes it so simple and is so clearly classified and so interesting that it is fascinating to children, youths and adults. It meets a universal need in a modern way. There is no excuse for anyone to be ignorant of the relation of discoveries to the geological age of anything.

There is nothing childish about modern education. All schools have an adult flavor.

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DISCOVERING THE GENIUS WITHIN YOU. By Stanwood Cobb, Chevy Chase, District of Columbia. Cloth. 287 pages. New York: The John Day Company.

Stanwood Cobb is probably the foremost modern educationist of the country. At least he has the art of stating the science and philosophy of modern American education captivatingly.

He has a skill in phrasing which meets the present need, as when he says: "The individual who contributes to the progress of the world has behind him the whole force of civilization."

Where has there been a better warning than when Stanwood Cobb says: "Success, when it intoxicates us, makes us more conceited, more trivial"?

Where has there been a nobler vision than this?: "The merging of many racial and national cultures will produce the greatest creative period the world has known."

Stanwood Cobb's "Discovering the Genius Within You" is modern American education in action in every school that has the spirit and the vision of Modern America.

We know of no book that sees more clearly the need of having children live and think in school and in the neighborhood so as to be a civic, social and industrial force in Modern America.

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ADJUSTING THE SCHOOL TO THE CHILD. By Carleton Washburne, superintendent of schools, Winnetka, Illinois. Measurement and Adjustment Series. Edited by Lewis M. Terman. Cloth. Illustrated. 189 pages. Yonkers-on-Hudson, New York: World Book Company.

Dr. Lewis M. Terman and Carleton Washburne may be assumed to be leaders in two of the vital factors in Progressive Education, and as such, "Adjusting the School to the Child" may be accepted as the latest word and safest guide for students of the classroom activities of today.

We know of nothing comparable to this as representing what is accepted as an affectionate appreciation of the importance of emphasizing the signifiance of the child's leadership in his education.

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AMERICA IN THE MACHINE AGE. The United States in the Twentieth Century and the Outstanding Problems of Today. By Louis Weinberg, College of the City of New York. Boston, New York, Chicago, Atlanta, Dallas, San Francisco, London: D. C. Heath and Company.

As the title indicates, this is a textbook prepared especially to have youths appreciate the importance of meeting the new responsibilities intelligently in a loyal American spirit.

The machine age created a passion for community prosperity. It created the American farmer, the American laborer and the American business man. It modified family life, and magnified city life.

This is a safe and sane book to go to the farm, the factory and to the homes of labor and capital by way of the school children.

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## Books Received

"Readings in Vocational Education." Compiled by Nicholas Ricciardi and Ira W. Kibby. "Vocational Guidance, Principles and Practice." New York: The Century Company.

"Episodes in the Life of George Washington." By A. J. Cloud and Vierling Kersey. New York: Charles Scribner's Sons.

"Plane Geometry." By Elizabeth Buchanan Cowley. New York: Silver, Burdett and Company.

"Aleck and His Friends." By Blanche J. Dearborn. "A Study of Values." By Gordon W. Allport and Philip E. Vernon. Boston: Houghton Mifflin Company.

"First Course in Algebra." By J. A. Nyberg. New York City: American Book Company.

"The Minutes of a Board of Education." By George W. Grill. Milwaukee, Wisconsin: Bruce Publishing Company.

# The News Digest

***Current Events in the World of Education—a Time-Saving Feature***

## *Soviets Planning Drastic Changes In Their Schools*

MOSCOW.—A return to more conservative educational policies in the universities and other higher institutions of learning in the Soviet Union is being announced, following a recent conference on culture under the second five-year-plan.

The change will apply both to the methods of teaching and to the subject matter. In both respects a tendency is foreseen to come closer to the system of education in vogue in the non-soviet world.

The most impressive reform will be a return to subjects of general educational and cultural value, contrasting with the present almost exclusive teaching of practical and propagandist subjects. In other words, general culture—philosophy, abstract science, art, languages, etc.—will be given again a serious place in the university curriculum.

The projected changes amount to a recognition by the soviet regime that the cultural level of its newly-educated young people is extremely low. In the emphasis upon technical education and Marxism, learning of a more general nature has been neglected.

In methods of teaching there will be a revival of the old-fashioned lecture system. It will, in large measure, replace the present experimental laboratory methods, in which professors and students work together informally. The return to the lecture rooms will greatly enhance the importance of the professors, and in the long run may restore them to the position of respect which they occupy in the capitalistic world.

The intensive technical training now under way in thousands of special industrial schools, in factories and out of them, will, of course, remain. The reforms apply primarily to universities and other higher educational institutions.

### Schoolboy Builds Big Playground

DETROIT, Mich.—Jack Thomas, a sixteen-year-old Detroit high school boy, has built a playground for the 100 children who live on his street. The playground, constructed on a vacant lot donated by the owner, includes two swings, a see-saw, sandbox, tennis court and two horseshoe courts.

## INTELLIGENCE IMPROVED BY DIET

### Dr. Daniel R. Hodgdon Says Proper Food Enables Children to Get Higher Marks in Tests

NEW YORK. — Intelligence quotients of school children are frequently dependent on physical conditions, and many children who are rated "slow" by intelligence tests can attain a higher mark after a few weeks of treatment, according to a study conducted by Dr. Daniel R. Hodgdon, instructor in the elementary education department of New York University Summer School.

Dr. Hodgdon has found that cod liver oil, orange juice and milk produced a noticeable change in the majority of malnourished children he studied. He reports that after twenty weeks of these foods, as supplements to their regular diets, the children became alert, physically responsive and co-operative.

Their standards of health and physique were better than they were at the beginning of the experiment, though some of them appeared thinner. The body muscles were firmer. In place of the listlessness which had been so apparent in the beginning, every child in the group showed more of that super-abundance of activity which characterizes the normal, healthy child.

Intelligence tests made before and after the twenty weeks of treatment showed a definite improvement in the ability of the children to react favorably to the test.

The children who had been rated "slow," Dr. Hodgdon found, scored an average of ten points better on the intelligence tests after being given dietary treatment from October to June. When the treatment was discontinued during the summer vacation the same children scored 4.8 points less than they had in June.

Children rated "normal" on the tests gained an average of 3.8 points between October and June, and dropped 5.4 points below their June scores when school opened in September, Dr. Hodgdon said. There was little change in the scores of children with low I. Q's.

Dr. Hodgdon recommended that school boards provide well-trained individuals to examine children critically from the standpoint of mental and physical subnormality, and that in the latter case they provide specially-trained teachers and special conditions to correct them.

"No teacher should be permitted to fail a pupil until all means have been exhausted to discover the cause of his poor achievement," Dr. Hodgdon maintained.

## Newton Cuts Cost While Retaining School Services

NEWTON, Mass.—A plan to effect a compromise between rapidly-increasing services performed by the Newton public schools and economy was revealed recently by retiring Superintendent of Schools Ulysses G. Wheeler, who defended the school curricula in his annual report.

A survey conducted by a sub-committee of the school board with Professor Kirtley F. Mather, of Harvard, as chairman, covering the whole school system for the purpose of making improvements and saving money, will result in recommendations to the new superintendent, John Lund, who takes office in September.

Already it has had an effect in increasing the teacher load, which had reached a low point of twenty-eight pupils for each instructor. Members of the committee conducting the investigation predict that the teacher load will be brought back to the figure of thirty-two students to a class which existed in 1928.

Certain vacancies in the supervisory and teaching forces of the Newton schools will be left open to reduce the salary expenses. Transfer of duties and reorganization of the department will provide for all the duties of the resigning teachers.

### Shorter School Term in Omaha

OMAHA, Neb. — As a result of forced economies Omaha boys and girls will have only thirty-six weeks of school this year instead of the customary thirty-eight. It is not going to be as easy for them as they may think, however, since the dropped weeks will be made up by eliminating all half holidays and the closing of schools for the annual teachers' convention.

## URGES SCHOOLS KEEP THEIR HIGH STANDARD

AUGUSTA, Me.—A warning to the public not to permit a wave of "hysterical economy" to sweep over the public-school system of any community was given recently by Dr. Florence Hale, past-president of the National Education Association.

"I think it would be a great mistake," said Dr. Hale, "to do away with any of the special classes conducted in the schools, especially those along cultural lines."

She believes that sensible economy instead of a foolhardy retrenchment should be practiced.

"Watch expenditures for electric lights, for supplies, and kindred matters, but don't crowd too many pupils into one room, and don't drop cultural subjects, the value of which to the child is beyond price," is her recommendation.

Dr. Hale thinks that more young women, waiting for appointments to city schools, should turn their attention toward the rural school.

"The rural school may not seem to offer immediate opportunity, but the opportunity is there for the teacher who will devote herself earnestly and whole-heartedly to the work," she declares.

## Parent-Teacher Associations

WASHINGTON. — The national congress of parents and teachers reveals that in the United States, according to reports recently received from its forty-nine state branches, P. T. A.'s range in size from the minimum required for organization, to almost 200 members. The average size parent-teacher association reported to the congress this year has forty-five members. The largest group is the Burroughs Junior High School Association, Los Angeles, with a membership of 1,853. More than fifty per cent. of the local units reported a membership ranging from twenty-four to ninety persons. A total membership of 1,393,454 persons was reported by the 20,079 congress parent-teacher associations.

## Wants School in Jail For Hookey Players

RALEIGH, N. C.—Boys who played hookey from school to keep from studying their lessons and wandered into a life of crime may soon find their books and slates awaiting them in jail. Mrs. J. K. Slear, chairman of the North Carolina adult illiteracy commission, has announced that a movement to stamp out illiteracy in prisons will be started in the state. Mrs. Slear said the commission believes that through teaching men in prisons of the state fundamentals of reading, writing and arithmetic much can be accomplished toward making them law-abiding citizens when they are released.

## "FALSE ECONOMY"

### Failure to Supply Needful Books Is So Characterized

WASHINGTON. — Net sales of textbooks sold by forty-two leading publishers dropped from $22,977,001 during the six-months' period between July and December, 1930, to $19,487,457 for the corresponding period in 1931, according to facts brought out in an interview with Dr. William J. Cooper, federal commissioner of education, and E. M. Foster, chief of the Division of Statistics of the Office of Education.

If sales from January to July, 1932, which have not been tabulated, show the same drop, the total decrease for the year will probably amount to $7,000,000.

Dr. Cooper said that "school systems are storing up future trouble for themselves by refusing to replace dilapidated books when they should be replaced."

"An adequate and up-to-date set of textbooks," Mr. Foster contended, "should be a part of the equipment of every school, whether the books are owned by the school board or by the pupils. Books are part of the tools with which the students learn. To let this equipment depreciate either in quality, condition or amount is to postpone a cost to future time which is justly chargeable to the current year. Every effort should be made," Mr. Foster added, "to maintain a high standard of textbook equipment."

## Holds Girls for Tuition Bills

BUDAPEST. — Hungarian newspapers report from Torda, Rumania, an extraordinary case of the seizing of the pupils of a girls' high school in lieu of payment of school fees. At the end of the term, when the final examinations were held, the school manager announced that those girls whose parents had not paid their fees would not be allowed to return to their homes. The newspapers stated that the girls were to be locked in their rooms and kept without food until the bills were paid. The parents are mostly state officials whose salaries have not been paid for months.

## 4,283,753 ILLITERATE BY THE 1930 CENSUS

WASHINGTON.—The number of illiterates in the United States on April 1, 1930, was 4,283,753, or 4.3 per cent. of the 98,723,753 persons who were ten years old or over in the population.

The decrease in illiteracy, according to a census report, has been steady in the past four decades, dropping from 13.3 per cent. in 1890 to 10.7 in 1900, 7.7 in 1910, 6 in 1920, and 4.3 in 1930. The Census Bureau defines as illiterate any person ten years of age or over who is unable to read and write in any language.

Only 420,538 of those returned as illiterate in 1930 were under twenty-one years of age, while 3,863,215 were twenty-one years old or over. Males numbered 2,198,293, and females 2,085,460.

Illiteracy percentages for all age periods were lower for native whites of foreign or mixed parentage than for native whites of native parentage.

"This condition," the bureau said, "is due mainly to the fact that a much larger proportion of the native white of native parentage than of those of foreign or mixed parentage live in rural communities and in sections of the country where school facilities are inadequate."

## College Girls "Sloppy" Says Professor Rogers

PITTSBURGH, Pa. — Dr. Robert Emmons Rogers, professor of English at Massachusetts Institute of Technology, who two years ago advised the young men of a graduating class to "marry the boss's daughter, not his stenographer," recently had some other things to say: "The girl who is a college graduate seldom has to use sex appeal in the business world. The college girl is inclined to be sloppy—the more educated she is, the sloppier she usually is. It is to the advantage of any girl seeking a position or filling one to be well groomed and attractive. As a general rule the man and the woman who are not college graduates are more inclined to be careful of their personal appearance. The old-fashioned employer resents sloppiness in the appearance of his workers; the modern employer is reconciled to it."

## Sweden Studies Foreign Tongues

STOCKHOLM. — The rapidly-expanding international interests of Sweden are shown by an increase in the number of foreign-language students, according to recent reports. Not only university students, but scientists, technicians, doctors, business men and laborers are attending in growing numbers the institutions where foreign languages are taught.

## LORD IRWIN'S TASK

### Seeks Way to Save Without New Salary Cuts

LONDON.—The new president of the board of education, Lord Irwin, most scholarly-looking member of the national cabinet, is striving to find further economies for the budget's sake.

Whatever he decides to reduce, Lord Irwin will meet with disfavor one way or the other. His job is the most thankless and difficult of all in the cabinet, except the chancellor of the exchequer's.

On his right, approximately 5,000,000 school children are arrayed, and on his left the national government, determined to maintain above everything else the balanced budget.

Critics point to the fact that, despite last year's emergency reduction of ten per cent. in teachers' salaries, education still is too costly. It is costing taxpayers more than $500,000,000 this year, or three times as much as before the World War.

The government meets half of the education costs by grants to the local authorities, who in turn collect their share by rates or local taxes. Further economies will take the form of decreases in these grants, as it is generally considered unlikely that the government will again reduce the teachers' salaries.

Lord Irwin, ex-viceroy of India, now fifty-one, was called from his Yorkshire estate to undertake the task. It is conceded that he is admirably suited and equipped for the post because he held it for two years in Baldwin's cabinet, from 1922 to 1924.

### Radio Lessons In Saskatchewan

REGINA, Sask.—Radio lessons to supplement correspondence work have been tried out in the province of Saskatchewan, Canada. The subjects taught included French, Latin, German, literature, history and science. The radio instruction was prepared for ninth and tenth-grade pupils. This experiment grew out of an educational emergency facing the province. Severe droughts and the low price of farm products late in 1931 made it impossible for thousands of children to attend high school. The educational authorities arranged to correlate the regular correspondence work, in which nearly eleven thousand students are enrolled, with radio lessons. All work in connection with the development of the broadcasts was in the hands of the government educational authorities. Data collected have been favorable to the value of the radio as an aid to correspondence work. Future developments in Saskatchewan will depend on conclusions reached from a study being made of the results of this experiment.

### "Topical" Programs Replace Commencements

HARRISBURG, Pa. — "Topical" commencement programs are replacing the stereotyped commencements in many Pennsylvania public schools, and are drawing national attention to the innovation, the department of public instruction announces. This year the topic as the theme of the programs was the Washington bicentennial celebration. Next year the landing of William Penn on Pennsylvania soil will form the theme around which the new type of commencement programs, largely developed by the graduates themselves, will centre. The department classed as the "old stereotyped program" the one in which an imported speaker presented an address which was a "precise repetition from year to year and centred about no special or helpful topic."

### Cuban School Attendance Drops

HAVANA.—The number of children attending public schools in Cuba decreased 17,797 during the scholastic year of 1931-1932, according to a report issued by Dr. Domingo Espino, of the national statistical commission. The number of teachers employed in the public schools is placed at 6,572 women and 1,001 men. Very little attention is being given education in Cuba at present, owing to lack of money. There is continual complaint of failure to pay school teachers and rent of schoolhouses.

### Soviet Gives Alphabet To 12 Racial Groups

LENINGRAD. — Twelve racial groups of the northern tundra, which have never had a written language, will receive alphabets here at the Institute of Nationalities of the North. The groups include Lopars, Ostiaks, Samoyeds, Ostiak-Samoyeds, Tungues, Lamuts, Golds, Koriaks, Eskimos, Giliaks, Kamschadals and Aleuts.

## TEACHER DONATIONS TO NEEDY N. Y. CHILDREN

NEW YORK.—More than $2,225,000 for feeding and clothing needy children has been contributed by teachers and other employees of the public school system during the two academic years ending June, 1932, Frederick D. Chambers, treasurer of the School Relief Fund, disclosed in a review of the operations of the fund since October, 1930.

The total collections will rise to almost $3,000,000 by January, 1933, Mr. Chambers said. The continuance of the relief work is thus assured during at least a part of the coming winter.

More than $400,000 of the total funds was disbursed for the purchase of boys' and girls' shoes for distribution in the schools since October, 1930. Altogether 365,000 pairs were purchased. During the academic year of 1930-1931 nearly $200,000 was allocated to the district superintendents for direct relief and food.

"The school relief system extends help in a field which is not covered, and cannot be covered, by the existing charitable or relief agencies," Mr. Chambers said.

### Teacher in Trance Speaks Old Languages

BUCHAREST.—A short story by H. G. Wells about a youth who in his dreams talked and wrote the language of ancient Babylon, without having studied either it or any other ancient tongue, has found a remarkable parallel in real life. A teacher named Joseph Schmidt of Czernovitz has attracted the attention of doctors and psychologists. He is now in the Czernovitz hospital for observation. He can be put into a trance by a simple pressure of the hand. In that state he speaks ancient Babylonian, old Hebrew and classical Greek and sings old Arabian songs. The investigator says that he has studied none of these languages and in his waking state knows only Rumanian and German.


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## PRODUCE ACCEPTED AS PAYMENT FOR TUITION

OMAHA, Neb.—Penn College, at Oskaloosa, Iowa, will resort to the old custom of barter with its students to encourage rural enrollments this fall. President Medford has announced that farm produce will be accepted in lieu of cash for tuition, board and room for the next school year.

Corn, oats, wheat, hogs, poultry, eggs, vegetables and fruits which are in marketable condition will be taken at five to ten per cent. above the current market price. It is stipulated that this produce must be delivered at some point designated by the college.

Penn is a co-educational college with an enrollment last year of 350 students. Its plan of barter is open to both men and women students.

This offer is believed to be unique in the Corn Belt at the present time. If it works out the plan may, it is said, be the means of saving some smaller institutions from going under for lack of patronage.

## Normal Pupils With Handicapped

BATTLE CREEK, Mich.—A "significant" new school, the Ann J. Kellogg School, where the lame and the blind, as well as pupils with afflictions of more modern description, may mingle and be educated side by side not only with the afflicted but also with normal children, has just been opened here. It was planned with the recommendations of the White House Conference on Child Health and Protection in mind, and is hailed in a recent bulletin of the conference as "the realization of a new ideal in education." Besides all the usual equipment the school has special aids for the handicapped, braille maps and textbooks, rooms for light therapy treatment, a pool for water therapy for the crippled, a special runway entrance to the building for the crippled and so on, and "offers every encouragement and aid to exceptional children as well as to the normal." The finances are arranged by the city, state and the W. K. Kellogg Foundation.

## Five Million Children In Handicapped Group

WASHINGTON. — More than 5,000,000 children in the United States are handicapped to an extent requiring special attention and education, according to a survey recently completed by the committee on special classes of the White House Conference. The following classes of defective children were reported: 3,000,000 with impaired hearing, 1,000,000 with defective speech, 1,000,000 with weak or damaged hearts, 450,000 mentally retarded, 300,000 crippled, 14,000 blind, and 50,000 partly blind. Of the 14,000 blind only 6,000 are being educated, and only one-tenth of those who should be in sight-saving classes are enrolled in such classes. Less than 20,000 of those with impaired hearing are receiving special training, and only 60,000 of those handicapped by defective speech are having remedial training. Less than 60,000 of those who are mentally retarded are enrolled in special classes. The need for education of the handicapped is evidenced by the 500,000 inmates of prisons, hospitals for mental disease, almshouses and institutions for the feebleminded, the report points out.

## This School Seeks Super-Intelligent Boys

PENNSBURG, Pa. — Perkiomen school, a preparatory school for boys, is looking for six precocious boys who have an intelligent quotient higher than 130, or possess extraordinary talent in several fields. When found, the six boys will be given scholarships and live together in an environment favorable to their mental development. They will receive informal instruction from Dr. Webster Stover, the headmaster, in a course of orientation to the modern world.

## High School Attendance Increases

COLUMBIA, S. C.—The depression has been a great benefit to education in South Carolina, according to J. McT. Daniel, state supervisor of high schools. The supervisor's report showed that diplomas were awarded 6,827 boys and girls this year. This represented an increase of 554 over the preceding year. "There is only one thing to which the increase can be attributed," Daniel said. "It is due to conditions which have prevented many boys and some girls who would ordinarily go to work from finding jobs."

## Mountain Children Get Winter Vacations

HARRISBURG, Pa.—Vacation time comes in the winter months for 500 school pupils of Pennsylvania.

These are the boys and girls living in the mountainous regions, shut off entirely in their homes during the most severe periods of the winter.

In these districts school is conducted in the spring and summer, with the period from Thanksgiving to April observed as "vacation."

## High School Boys Admitted to Military

VIENNA. — Dr. Anton Rintelen, Austrian minister of education, and a strong supporter of the Heimwehr, has canceled the long-standing prohibition of high school boys joining political militaristic organizations. The National Socialists and the Heimwehr already have begun to organize boys into sections in which they are taught the use of arms.

## California Has Vacant Scholarships

LOS ANGELES, Cal. — An announcement of graduate scholarships and fellowships available for students at the University of California during the year 1932-33, revealing that there are more than 280 such awards totaling approximately $185,000, has recently been published by the graduate division of the university. This total sum is made up of the following divisions: $32,800 in fellowships open to graduates of the University of California or of other colleges or universities; $8,550 open to graduates of the University of California; $3,300 open only to graduate and undergraduate students from Utah; $825 open only to students in the Medical School, the School of Jurisprudence, and Hastings College of the Law; $525 open to students in the School of Jurisprudence or Hastings College of the Law; $8,125 open to any graduate or undergraduate students, and approximately $133,000 open to graduate students of the highest calibre for teaching fellowships.

## Classes Arouse Artistry in Children

KARLSRUHE, Germany.—Schoolrooms designed in various styles of architecture are stimulating pupils of a grammar school here to a love for creative art. The director reports that many graduates go from its classrooms in the practice of art as an avocation. Some rooms are worked out in Egyptian, Roman or Byzantine styles. Others are in baroque or renaissance design and one is pure Louis XIV. The halls display Moorish and Gothic arches.

## Abolish Sewing In Wakefield

WAKEFIELD, Mass. — Adapting its policies to a reduced budget the Wakefield School Committee has voted to abolish sewing in the grades, and will discontinue the practice of paying the expenses of principals and supervisors who attend conventions. Conventions may be attended without loss of salary, however.

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### Minister and Five Teachers Run School Without Salary

LANGSTON, Ala. — Determined that the children of this section shall not be deprived of a year's schooling through the lack of funds in Alabama's depleted treasury the Rev. John B. Armstrong, Presbyterian minister, and five men and women of the community, trained teachers, are serving without expecting monetary reward.

### New Entrance Rule Urged on Colleges

BOSTON.—Native capacities and academic achievements of students in school, rather than the customary entrance examinations, should be emphasized more strongly as a basis for judging candidates for admission to college, according to a report made public by the school and college relations committee of the educational records bureau. The committee, headed by Dr. Eugene Randolph Smith, headmaster of the Beaver Country Day School, Chestnut Hill, makes its report on several years' study by various committees of the bureau.

### Russian Girl Masters English

ALBANY, N. Y. — Tina Squire, eighteen years old, has been in America only eight years, but during that period she has passed through grammar and high schools. Arriving from Russia, without knowledge of English, the young woman has amazed her instructors by the rapid manner in which she mastered the language. She required only three years to finish a four-year high school course, and four years to graduate from grammar school. She intends to go to the State College for Teachers, and hopes to finish in three years.

### Professor Rules Wife As Student in Class

WACO, Texas.—Professor Andres Sendon, of Baylor University faculty, is ruler of his family for at least one hour a day. His wife is a student this semester in her husband's class in "Representative Writers of Spanish-America." She is working on her master's degree. Sendon is a graduate of Columbia University.

### Students Fight Fire for Rooms

MADISON, Wis.—Three University of Wisconsin students fight fires for their room and find it a pleasant occupation. With Chief Albert Felt, regularly employed, they constitute the fire department in Shorewood, a suburb of 125 persons. The students live in the fire station.


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## Assisting Students Through Scholarship Funds and Loans

WASHINGTON. — State Congresses of parents and teachers in approximately three-quarters of the states have invested $157,967.89 in student loans and scholarships to enable boys and girls to continue their education, according to a report of the National Congress of Parents and Teachers. The figure would be considerably larger if information were complete for all of the states. This report has been made to the President's Organization of Unemployment Relief through Mrs. F. H. DeVere, national chairman of the Committee on Student Loans and Scholarships of the National Congress of Parents and Teachers. Student-aid and scholarship funds have enabled thousands of young people to continue their education through this period when they have been unable to secure employment. Individuals and many different groups have made possible such funds and have performed a most worthwhile service to young people.

## Chicago Suburb School Asks $80,000 "Tuition"

WILMETTE, Ill.—Citizens of this Chicago suburb must decide whether to keep their children at home next winter or pay $80,000 "tuition" to send them to a public school. Henry E. Cutler, president of the school board, has announced the citizens must raise the $80,000, or the schools could not open. He said the board had economized "to the limit." The money, if the parents raise it, will allow the town's four schools to operate for five months. There are 1,700 pupils, so nearly $47 "tuition" must be paid for each before the schools can open.

## Georgia Boy Hitch-Hikes To Win Scholarship

PHILADELPHIA. — A Georgia boy's hike from his home to this city was rewarded when he received the scholarship given annually by the Society of the First Division of the American Expeditionary Forces. Arthur Ferguson, of Bonaire, Ga., hitch-hiked all the way here to lay his scholastic credentials before the awarding committee, and he beat out two Philadelphians, George R. Henry and Marshall A. Monsill, who were recommended as second and third choices. The scholarship is worth $550 a year at an accredited college.

## Predicts Large Drop In College Students

NEW BRUNSWICK, N.J.—College enrollments will be materially affected by the depression and will show substantial decreases in September, in the opinion of Dr. Fraser Metzger, dean of men at Rutgers University. "Thousands of young men in all parts of the country have used up all available funds and have exhausted their borrowing capacity," he said. "When the new term starts in the fall they will not be able to meet tuition charges, and will be forced to abandon their plans for an education, temporarily at least."

## Regrouping Urged In the High Schools

ALBANY, N. Y. — The need for more adequate grouping of high school pupils so that curriculum adjustments may be made more effectively is stressed in a report of a study by Dr. Warren W. Coxe, director of the educational research division of the State Education Department, published in a bulletin of the University of the State of New York. Dr. Coxe declares in part that: "Because we find wide ranges of ability in each curriculum the practice of making certain curriculums easier is to be condemned. Whatever reorganization is contemplated it must be recognized that several ability levels will be found in each interest group. Traditionally high schools have been selecting agencies, offering training only to the superior pupils—those planning for college entrance. It is evident from the data presented that the high schools of New York have abandoned the practice of this idea, even though the idea itself may still persist. They have admitted a wide variety of abilities and are gradually assuming responsibility for meeting these varied needs. Because there exist side by side, often in the same school, both traditional and progressive practices somtimes inconsistent with each other, it is necessary to identify and evaluate each type of practice in order that a more effective type of organization may be developed."

## German University Changes Its Name

FRANKFORT-ON-MAIN, Germany.—The University of Frankfort has been officially renamed "Johann Wolfgang Goethe University," in honor of Frankfort's greatest son and his influence on the cultural life of Germany. At the same time word comes from Graudenz, in the Polish Corridor, of the dedication of a new German school there that also bears the name of Goethe, designed as a beacon of German civilization in the Vistula country. Germans from all over the territories ceded to Poland and from Danzig flocked to Graudenz for the opening ceremonies. The new school, a handsome structure costing 3,000,000 zloty, has an excellent art gallery to which Slevogt, Paul Simmel, Kaethe Kollwitz, and other eminent German artists have donated paintings.

## *Grins Between Grinds*

### Powerful

An ant was gazing longingly at the carcass of a dead horse when a rum-runner's car passed. A case of liquor bounced off the car, and the bottles broke. The ant immediately proceeded to quench his thirst. Then, grabbing the dead horse by the tail, he shouted lustily: "Come on, big boy, we're going home."

• •

### Rhetoric

It was during the English lesson. Said the teacher: "Always remember, boys, that the word 'with' is a very bad word to end a sentence with. I—ah—that is to say—ah, unless you have nothing else to end it with."

• •

### Unconvinced

Paddy, the Irish boxer, was to fight the heavyweight champion of his country.

As the hour of the fight drew near his trainer noticed that Paddy was shaking. He therefore decided to give him a little cheerful encouragement.

"It's all right, Paddy," he said, "you've no need to get nervous. Just say to yourself: 'I'm going to beat him,' and you'll win."

Paddy shook his head.

"That won't be any good," he said.

"How do you know?" put in the trainer. "You haven't tried yet."

"Perhaps not; but I know what a liar I am," said the boxer.

• •

### The Open Spaces

First Skeeter—"Here's a snap—a girl with wide mesh stockings."

Second ditto—"Come awa, mon! Whaur's your sportsmanship?"

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### An Eye to Business

In a small town in the South there was a lad who had the reputation of not being very bright. People there had fun with him several times each day by placing a dime and a nickel on the open palm of his hand, and telling him to take his pick of the two. In each case the lad would pick up the nickel, and then the crowd would laugh and guffaw.

A kind-hearted old lady asked the unfortunate youth one day: "Don't you know the difference between a dime and a nickel, son? Don't you know the dime, though smaller, is worth more than the nickel?"

"Sure, I know it," he answered, "but they wouldn't try me out on it any more if I took the dime."

## Junior College For Canal Zone

BALBOA HEIGHTS, C. Z.—The Canal Zone is to have a junior college in a temporary home, Ben M. Williams, superintendent of schools, announces. The building should be ready for use by October 1, 1933. It will be a frame structure of two stories, resting on concrete foundations, the $33,000 for its construction being made possible in the recent building of another Canal Zone school at La Boca. Urgent need for such an establishment led Governor Harry Burgess to approve construction of a temporary home for the new college pending appropriations from Congress to erect a more suitable and larger building. The permanent project will not be possible for another five years, it is believed. In the meantime the Canal Zone high schools annually are graduating hundreds of boys and girls who are anxious for higher education, but who are precluded from obtaining it because of the expense involved in traveling to the United States and in living there, away from their families, for a period of years. The junior college, it is believed, will help greatly in solving this problem.

## STUDYING GOVERNMENT

### Vermont Pupils Trained in Local Civics

ATHENS, Vt.—For the past two years a special effort has been made in the schools of the Windham Central District to give the upper grade pupils a very thorough training in local government.

In these small rural towns it not infrequently happens that a boy or girl finishing school at fifteen or sixteen may in their early twenties be holding local town offices, such as school director, road commissioner, appraiser or auditor. Their only training for citizenship has been in the elementary schools.

Early in the school year the superintendent prepares a set of questions or problems in local, state and national government. These are distributed to the pupils, and the work is done individually or in groups, but each student must present at the close of the course a notebook covering all the questions and problems.

Each year the pupils have been required to cut out and paste in their notebooks a number of political cartoons and to write out an explanation of the meaning of the cartoons.

## Gaelic Is Taught In Scotch Schools

EDINBURGH, Scotland.—Gaelic is being taught in 293 schools in Scotland, according to the Secretary of State for Scotland. These are distributed as follows: Argyle 84, Inverness 124, Ross and Cromarty 73, Sutherland 12. Gaelic is taught as part of the regular course of education, and is included only in schools where there are a large number of children whose natural tongue is Gaelic.

## Chinese Students Barred by Nanking

SHANGHAI.—Because of the unruly conduct of students, which has resulted in repeated mobbing and personal injury of Cabinet officials, the Nanking Government has forcibly closed two of the largest universities in the country, and has ordered a complete reorganization of faculty and student bodies before they are reopened. Central University, in Nanking, and Tsingtao University, in the city of Tsingtao, are the two institutions which have been closed. None of the students implicated in recent disorders will be permitted to re-enter any government university, and those who can be found will be punished under the law prohibiting rioting.


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